



# CPEC

## Improving Teacher Quality Grant Program Status Report

California Postsecondary Education Commission  
www.cpec.ca.gov

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CPEC's Improving Teacher Quality State Grants Program released two Requests for Proposals on February 2. The information and requirements for the two initiatives were posted on the website and an e-mail notice was sent to 4,000 school district, university, college, and education organizations. CPEC received 59 Notices of Intent for the K-12 Teacher Professional Development Initiative and four for the Teacher-Based Reform (T-BAR) Phase II initiative.

Proposals for the K-12 Teacher Professional Development Initiative proposals were due on April 27. CPEC received 41 proposals and accepted 40. Of these, 13 were received from the University of California, 16 from California State University, and 11 from independent universities. CPEC recruited expert readers to conduct a peer review of the proposals and held an all-day training for readers on May 5.

The 25 readers met on May 27 and 28 to discuss and rank the proposals. Finalists will be interviewed in mid-June and then recommendations will be made to the CPEC Executive Director. Projects are expected to begin work in the fall.

Proposals for T-BAR Phase II were due on May 4. CPEC received four proposals. All four proposals have been reviewed by a panel of readers.

### Reauthorization of the Elementary and Secondary Education Act

*A Blueprint for Reform*, the Obama Administration's plan for reauthorization of the Elementary and Secondary Education Act and the President's proposed budget for fiscal year 2011–12 eliminate the part of Title II–A which allocates funding for the ITQ Program to state higher education agencies.

It is our understanding that the administration proposes to consolidate the ITQ program into new grant programs distributed through state educational agencies, such as the California Department of Education, and diffused throughout the school districts.

This decision eliminates approximately \$8 million a year from California's ITQ program, eliminating a powerful incentive for higher education institutions to

### Current ITQ Projects

The ITQ program is operating professional development grants for California teachers at 41 sites. The sites include universities and local education agencies extending from Humboldt County on the north coast to the Imperial Valley near the Mexican border.

The projects are:

- Science and Math Teacher Retention Master Grant Initiative — 19 projects
- K-2 Education — eight projects
- Addressing the Achievement Gap Elementary Schools — six projects
- Teacher-Based Reform (T-BAR) Master Grant Initiative — two master projects and 50 teacher teams)
- Addressing the Achievement Gap in Middle Schools — six projects

In the past year, ITQ projects have worked with 103 school districts, 267 schools, and 1,700 teachers, the majority from high need local education agencies. About 53,700 students were served by the projects. Participating teachers received an average of 84 hours of professional development and earned 279 college-level credits.

become or remain involved in providing professional development to K-12 teachers, teacher leaders, principals, and paraprofessionals.

The CPEC Executive Director and ITQ Administrator will attend the annual NCLB Title II–A meeting on June 22 and 23 in Washington, D.C. They will visit key staff in the U.S. Department of Education and congressional offices. CPEC staff have been in communication with ITQ coordinators in other states through the K–16 Professional Development Collaborative, managed by the State Higher Education Executive Officers (SHEEO). Past ESEA reauthorizations have targeted the ITQ program for elimination but the program was saved by states working together to maintain the program. A similar effort is now under way and CPEC is actively participating. The goal is to sustain at least the 2½% allocation to state higher education agencies that is in current law.

### Looking Forward

ITQ staff have developed a media kit for grantees, and the outline and text for updating and improving the ITQ website has been completed. CPEC staff are completing these projects but their time has been limited due to other work.

Staff are continuing to work with the California Department of Education on a report that discusses the professional development needs of in-service teachers, and describes how Title II–A programs contribute toward meeting those needs.

The SHEEO 2010 Higher Education Policy Conference is scheduled for the week of August 10 in Providence, Rhode Island. At the conference, the SHEEO K–16 Professional Development Collaborative will meet to discuss innovative and successful professional development programs and the future federal commitment to Title II–A. Both the ITQ Administrator and Coordinator will attend the meeting of the Professional Development Collaborative.